National-Louis University

**Curriculum & Instruction**

**RLS 512: Administration and Advocacy of School Libraries**

**Spring 2011 - Skokie Campus**

**Tuesday 4:30 – 7:20 pm**

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North Shore Campus

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**National-Louis University Mission Statement:**

The mission of National-Louis University is to develop highly competent and humane individuals to serve and lead in an increasingly diverse and global society. Central to this mission is a commitment to life-long and active engagement in learning.

**National College of Education Mission Statement:**

For over one hundred and twelve years the National College of Education has had as its mission excellence in teaching, scholarship, service, and professional development. Recognizing the importance of life-long learning in a diverse, rapidly changing global society, the College is committed to developing and empowering all learners. (ww.nl.edu)

NCE students will develop the disposition, knowledge and skills to:

understand the contextual nature of learning,

help students construct their own knowledge,

integrate theory and practice,

reflect on and critique their knowledge, practice, school and society,

engage in inquiry,

collaborate with students, teachers, administrators, parents, policy makers, and the

community at large.

(2006-2007 Undergraduate and Graduate Catalog, p. 237)

**Catalog Description:**

Application of management principles to the functions of the school library media center as they relate to the center’s integrated role in the teaching/learning process. Areas addressed will include budget, program design, communication, public relations, curriculum planning and evaluation of media services. Advocacy for school library media programs based on national research of student achievement will be emphasized.

**Learning Objectives:**

Based on the national standards for school librarians outlined in the American Association of School Librarians’ *Standards for the 21st Century Learner,* students will

* Examine libraries, information science, and the role of information in society as a context for school library media programs;
* Explore the history, purpose, function, and structure of school library media programs and consider the impact of current educational reform movements on these programs;
* Articulate a personal vision of a quality school library media program;
* Articulate a personal philosophy of school librarianship;
* Examine the multiple leadership roles of the school library media specialist within the school learning community;
* Develop a disposition toward educator collaboration within the school learning community;
* Integrate information literacy standards across the curriculum; and
* Develop habits of networking with school librarians through involvement in professional associations at the regional, state, national, and international levels.

**Special Needs:**

National-Louis University is committed to ensuring that its facilities and programs are accessible to all persons. Students requiring learning assistance or accommodations in accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act are to contact the Department of Diversity, Access & Equity at (847) 947-5275 or via email to [Erin.Haulotte@nl.edu](mailto:Erin.Haulotte@nl.edu). If you have previously coordinated services with the DAE Office, please provide your Letter of Accommodation to the instructor as soon as possible, but no later than the second class session

**Required Texts:**

American Association of School Librarians. (2009). *Empowering learners: guidelines for school library media*

*programs.* Chicago, IL: American Library Association

American Association of School Librarians. (2009). *Standards for the 21st century learner in action.* Chicago,

IL: American Library Association

Donham, J. (2008). *Enhancing teaching and learning: A leadership guide for school library media specialists, 2nd Ed, revised.* New York: Neal-Schuman.

Illinois School Library Media Association. (2010). *Linking for Learning: The Illinois school library media program guidelines, 3nd ed.* Canton, IL: ISLMA ([www.islma.org](http://www.islma.org)).

Lance, K. C., Rodney, M. & Hamilton-Pennell, K. (2005). *Powerful libraries make powerful learners: The Illinois study executive summary.* Canton, IL: ISLMA (<http://www.islma.org/pdf/ILStudy2.pdf>)

Scholastic. (2008). *School Libraries Work.* Accessed online 3/26/11 at www2.scholastic.com/content/collateral\_resources/pdf/s/slw3\_2008.pdf

**Standards:**American Association of School Librarians Standards for the 21st Century Learner http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm

Illinois State Board of Education Library Information Specialist Content Area Standards  
 http://www.isbe.net/profprep/CASCDvr/pdfs/27450\_libraryinfo.pdf

National Board for Professional Teaching Standards for Library Media

http://www.nbpts.org/for\_candidates/certificate\_areas1?ID=19&x=38&y=10  
National Educational Technology Standards   
 … for students (2007): http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS\_for\_Students\_2007.htm  
 … for teachers (2008): http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS\_for\_Teachers\_2008.htm  
 … for administrators (2009): http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS\_for\_Administrators\_2009.htm

**Assignments and Course Requirements**

**Blog talk: 10 points – to be scheduled**

Librarians know how to find information, and embrace new technologies because they are models of  
life-long learning. Students will visit webtools4u2use.wikispaces.com/Blogs+%28Weblogs%29 and choose a blog to read, evaluate, and share your assessment with the class in a 10 minute presentation. According to Alice Yucht, there are three types of professional blogs:

* Personal / Point-of-View – reports of events and impressions
* Practice / Purposeful – links to useful info and new resources
* Philosophical / Polemical – explorations and discussions of big ideas

Choose an area of librarianship that interests you or an area that you would like to know more about and

consider the following questions, suggested by Joyce Valenza, as you read postings on your chosen blog for a minimum of two weeks:

* Who is the blogger? With so many blogs offering spotty or nonexistent “about” pages, this may be a clue in itself.
* What sorts of materials is the blogger reading or citing?
* Does this blogger have influence? Is the blog well-established? Who and how many people link to the blog? Who is commenting? Does this blog appear to be part of a community? (The best blogs are likely to be hubs for folks who share interests with the blogger.) Tools like Technorati [http://technorati.com](http://technorati.com/) and Blogpulse [http:/blogpulse.com](http://blogpulse.com/) can help learners assess the influence of a blog.
* Is this content covered in any depth, with any authority?
* How sophisticated is the language, the spelling?
* Is this blog alive? It there a substantial archive? How current are the posts?
* At what point in a story’s lifetime did a post appear? Examining a story’s date may offer clues as to the reliability of a blog entry.
* Is the site upfront about its bias? Does it recognize/discuss other points of view? (For certain information tasks–an essay or debate–bias may be especially useful. Students need to recognize it.)
* If the blogger is not a traditional “expert,” is this a first-hand view that would also be valuable for research? Is it a unique perspective?

Based on your assessment, make a recommendation to the class as to whether or not you believe this blog is a valuable professional resource.

**Action Plan 10 points – due May 17**

We will examine *Linking for Learning* rubrics for evaluating ISLMA guidelines for an exemplary school library media program, in class, on April 26. Based on your current school library situation (or a school library with which you are familiar), choose one rubric item from one of the three areas: Teaching for Learning, Learning Environment and Leadership. Outline an action plan for this component, in order to move your program from Deficient to Basic, Basic to Proficient or Proficient to Exemplary. In other words, identify a goal and the steps you will take achieve it.

**Advocacy Letter 10 points – due May 24**

In mid-February of 2011, a U.S. Representative from New Jersey introduced an amendment to H.R. 1 that would have eliminated all funding for the Institute of Museum and Library Services (IMLS), including funding for the Library Services and Technology Act (LSTA), which has funded many school library projects in Illinois. This amendment was defeated because of the overwhelming number of messages to Congress that library advocates sent to their representatives. Kristin Murphy, from the American Library Association’s Washington Office warns us, “this is only the beginning of our fight to protect LSTA funding, as libraries will continue to be threatened in this Congress.” Write a clear, concise and convincing letter to your congressperson, using data from the Illinois Study, evidence from professional publications and/or personal experience to persuade your legislator to support continued funding for libraries.

**Resource Sharing: 20 points - to be scheduled** At the beginning of the course you will have the opportunity to select a chapter from *Enhancing Teaching and Learning* to explore in more depth. For this assignment, access an educational database to find a peer-reviewed article, published in the last five years, on the subject of your chapter. During the week your chapter is assigned for reading, you will be asked to share what you learned with the class by using a Web 2.0 tool, identified as one of AASL’s Top 25 Websites for Teaching and Learning, available at [www.ala.org/aasl/bestlist](http://www.ala.org/aasl/bestlist). You might, for example, create a digital poster of the article’s main points on Glogster or a non-linear presentation at Prezi. We will want to know what you learned from your article but also your experience with trying out a new tech tool.

# Grant Narrative: 20 points – due May 31

During the April 26th and May 3th class sessions we will be discussing budgeting and grants. Research and select one grant that would benefit your school library, get approval from the instructor and then write the narrative portion for the grant you have selected. Make sure to address all of the aspects as specified by the administrator of the grant in your narrative. Make it real!

**Advocacy Proposal/Presentation 25 points – to be scheduled**

Develop a formal proposal for a new program or a change to an existing library program at your school. Your proposal will include a written proposal and a mock presentation to your school’s PTA, school board, or principal. The presentation of your proposal should be short (no more than 10 minutes), engaging, and informative. The written proposal will include the following sections:

1. Resolution (what you would like to do)
2. Background/Context and Description of your library
3. Statement of Problem or Need
4. Statement of Solution
5. Description of proposed change
6. Issues or Concerns
7. Budget
8. Timeline
9. Bibliography

**Learning Community Participation: 5 points**

This course is taught with the understanding that for adult learners “learning is an active process that occurs over time; learning is driven by the learner around meaningful issues; learning is experimental by nature; and learning is fueled by rich, diverse, accessible sources of information.” (Educators as Learners, ASCD, 2000).

Students are expected to attend each class, be punctual, and produce work of professional quality (including citations in APA format, when appropriate); all work submitted must be word-processed. If you know you will be absent, please email the instructor in advance. If you are absent more than once, you will be asked to submit an additional assignment. If you are absent more than twice, you may have to repeat the course to earn credit.

**Course Calendar**

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| **1. April 5, 2010** | **Topics**  Introductions, Course Schedule, Professional Librarian standards  Schedule Blog Talks, Advocacy Presentations  Select Chapters for Resource Sharing  Computer Lab 627: Overview of NLU Library Resources, WebTools4u2use, Cultural Images of Librarians, Librarians Do Gaga |
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| **Read for next class:**  *Linking for Learning pp. 5-8, 12-14, 20-21, 48-49, 58-62*  Also, each student will read ONE of the following for next week's discussion:  *This Man Wants to Change Your Job* by Michael Eisenberg  *How Mr. Dewey Decimal Changed My Life* by Barbara Kingsolver (handout)  *Librarians Seeking Updated Role as Learning Center* by Kathleen K. Manzo  *In the Digital Age, Librarians are Pioneers* by Judy Bolton-Fasman  *Impact as a 21st Century Library Media Specialist* by Peggy M. Creighton  *The Invisible School Librarian* by Gary Hartzell  *What Flavor is Your Library?* by David Loertscher  *14 Ways K-12 Librarians Can Teach Social Media* by Joyce Valenza *More Than Shushing and Shelving* by Susan Ballard & Kristin Fontichiaro (handout) *Things I Think Teacher Librarians Should Unlearn (20 & Counting)* by Joyce Valenza  *Why We Still Need Libraries and Librarians* by Jamie McKenzie  **Bring for next week:**  *Illinois Study Executive Summary* by Lance, Rodney & Hamilton-Pennell.  *School Libraries Work* by Scholastic | |
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| **2. April 12, 2011** | **Topics**  School Libraries: Past, Present, and Future  Research: Learning in Libraries Model blog talk, resource sharing |
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| **Read for next Class:**  *Linking for Learning pp. 40-41, 44-45, 64-67*  *Enhancing Teaching and Learning Ch. 3*  *Is Your School Library Media Specialist Highly Qualified?* by Allison Kaplan  *The Power of Audience: Effective Communication with your Principal* by Gary Hartzell  **Bring for next week:**  AASL Standards for the 21st Century Learner  National Board for the Professional Teaching Standards for Library Media (1 page overview)  National Educational Technology Standards (NETS) for Students, for Teachers, for Administrators  *Some Assembly Required* by Gail Bush | |
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| **3. April 19, 2011** | **Topics**  Standards: National, State, District Special Guest: Connie Amon, Chicago Public Schools  **Program Administration I**  Staffing, Administrative Reports, & Procedures Review Advocacy Letter assignment – due May 17 ETL Resource sharing (Chapter 3) |
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| **Read for next class:**  *Linking for Learning* pp. *27-29, 36-37, 76-77, 82-85*  *Enhancing Teaching and Learning* Ch. 13  *Budgeting as Easy as 1-2-3* by Gail Dickinson  **Bring for next class:**  *Linking for Learning* | |

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| **4. April 26, 2011** | **Topics**  **Program Administration II**  Funding, Budgets and Grants, Planning and Assessment  Linking for learning rubrics -where are you now? Review Action Plan assignment – due May 24  ETL Resource sharing (Chapter 13)  Blog talks: | |
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| **Read for next class:**  *Linking for Learning pp. 42-43, 52-53*  *Enhancing Teaching and Learning* Ch. 4 & 5 | | |
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| **5. May 3, 2011** | **Topics**  **Program Administration III**  Staff development: Databases (TeachingBooks.net), Professional   Growth, Communication  Review Grant Narrative Assignment – due May 31  ETL Resource sharing (Chapter 4, Chapter 5)  Blog talks: | |
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| **Read for next class:**  *Linking for Learning pp., 32-35, 90 - 91*  *Enhancing Teaching and Learning* Ch. 7 & Ch. 8  *Safe Haven* by Gail Bush & rebuttal (handout)  **Bring for next class:**  A favorite children's book to share. How might we use this book to engage kids with books? | | |

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| **6. May 10, 2011** | **Topics**  **Information Access & Delivery I**  Facility, including Climate & Engagement, Scheduling, and Resources  Share children's books and engaging reader response ideas  ETL Resource Sharing (Chapter 7, Chapter 8) Blog talks: |
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| **Read for next class**  *Linking for Learning pp. 10–11, 38-39, 78-79*  *Opportunity Knocks or the Wolf is at the Door* by Susan Ballard  *Places I Never Meant to Be: A Personal View* by Judy Blume  *A Dirty Little Secret* by Debra Lau Whelan | |

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| **7. May 17, 2009** | **Topics   Common Core Standards with Joyce Karon**  **Information Access & Delivery II**  Intellectual Freedom, Censorship, Copyright  Blog talks: | |
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| **Read for next class**  *Linking for Learning pp. 20–23, 54-55, 81-82*  *Enhancing Teaching and Learning* Ch. 2, Ch. 6 & Ch. 11 *Tactics for Building Influence with Teachers* by Gary Hartzell  *Why Isn't Information Literacy Catching On?* by Debra Lau Whelan | | |
| **Assignment Due:** Advocacy Letter | |  |

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| **8. May 24, 2011** | **Topics**  **Teaching & Learning I**  Information Literacy, Collaboration, Curriculum  ETL Resource Sharing   (Chapter 2, Chapter 6, Chapter 11) |
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| **Read for next class:**  *Linking for Learning pp. 24-27*  *Enhancing Teaching and Learning* Ch. 9 & Ch. 12  *Differentiated Instruction* by Gail Bush (handout)  **Bring for next class:**  A favorite curriculum-related website to share | |

**Assignment Due:** Action Plan

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| **9. May 31, 2011** | **Topics**  **Teaching & Learning II**  Diverse Learning, Inquiry, Assessment  Share Curriculum-related websites  ETL Resource Sharing (Chapter 9, Chapter 12)  Advocacy Presentations | |
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| **Read for next Class**  *Linking for Learning pp. 50-51*  *Enhancing Teaching and Learning* Ch. 10 & 14  *What Flavor is Your School Library?* by David Loertscher  *A Revised Manifesto* by Joyce Valenza | | |
| **Assignment Due:** Grant Narrative | |  |

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| **10. June 7, 2011** | **Topics**  ETL Resource Sharing (Chapter 10, Chapter 14)  Advocacy Presentations  Vision & Philosophy  Silent conversation: personal beliefs, reflection  A Librarian's 2.0 Manifesto | |
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| **Have a great summer!** | |  |

The analysis and synthesis of ideas from a variety of sources is anticipated in class discussions, and all written and oral contributions. Creativity and an understanding of the body of knowledge covered in this course are encouraged in applying a problem-solving approach.

## Understanding Performances

Blog Talk 10%

Action Plan 10%  
 Advocacy Letter 10%

Resource Sharing 20%  
 Grant Narrative 20%

Advocacy Proposal/Presentation 25%

Learning Community Participation 5%

Grades will be based on the following scale:

A = 100 to 95 B- = 79 to 75

A- = 94 to 90 C+ = 74 to 70

B+ = 89 to 85 C = 69 to 65

B = 84 to 80 C- = 64 and below

## Grading Guidelines\*

Grade Definition

A **Outstanding achievement.** Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations; nearly flawless work.

1. **Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.

B+ **Good solid work.** Student performance demonstrates strong comprehension of the course materials and exceeds course expectations on all tasks as defined in the course syllabus.

B **Satisfactory acceptable work.** Student performance meets designated course expectations, demonstrates understanding of the course materials and performs at an acceptable level.

1. **Marginal work.** Student performance demonstrates incomplete, substandard understanding of course materials, or absence of required work indicates danger of falling below acceptable grading standard.

C+ **Unsatisfactory work.** Student performance demonstrates unsatisfactory understanding of course materials and inability to meet course requirements.

C **Unacceptable work.** Student performance demonstrates incomplete and inadequate understanding of course materials.

\*Please be aware that your official NLU grade will not show + or - letter grades but we hope that by giving you this information, you will better understand your performance within the grading continuum.

**NLU Academic Honesty Policy:**

With respect to the academic honesty of students, it is expected that all material submitted as part of any class exercise, in or out of class, is the actual work of the student whose name appears on the material or is properly documented otherwise. The concept of academic honesty includes plagiarism as well as receiving and/or giving improper assistance and other forms of cheating on coursework. Students found to have engaged in academic dishonesty are subject to disciplinary action and may be dismissed from the University.

Faculty has the right to analyze and evaluate students’ course work. Students may be asked to submit their papers electronically to a third party plagiarism detection service. Students who are asked to submit their papers and refuse must provide proof for every cited work comprising the cover page and first cited page for each source listed in the bibliography. When evidence of academic dishonesty is discovered, an established procedure of resolution will be activated to bring the matter to closure. See Policy on Academic Honesty in the University Catalog and Student Guidebook.

For resources on how to cite properly and avoid plagiarism, go to NLU’s Center for Academic Development (<http://www.nl.edu/centers/cad/>) and the NLU Library (<http://www.nl.edu/library/>).

**Additional Resources:**

21st Century Information Fluency. Copyright. Accessed online 03/22/11 at   
http://21cif.com/tutorials/micro/mm/copyright/

American Association of School Librarians. Accessed 03/22/11 at [www.ala.org/aasl](http://www.ala.org/aasl)

American Association of School Librarians. *Advocacy tip of the day.* Accessed online 03/17/11 at http://advocacytipoftheday.wordpress.com/

American Association of School Librarians. (2008).  *Learning 4 Life.* Chicago, IL: American Association of School Librarians.

American Association of School Librarians. (1999). *A planning guide for Information Power: building partnerships for learning.* Chicago: American Library Association.

American Association of School Librarians. *Top 25 websites for teaching and learning.* Accessed 03/22/11 at http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/bestlist/bestwebsitestop25.cfm

American Association of School Librarians/Association for Educational Communications and Technology. (1998). *Information Power: building partnerships for learning.* Chicago: ALA Editions.

American Library Association. Accessed 03/22/11 at [www.ala.org](http://www.ala.org).

Ballard, S. (2009). Developing the vision: An L4L job description for the 21st Century. *Knowledge Quest*,38(2), 78-82. Retrieved from EBSCO*host*.

Ballard, S. (2010). Developing the vision: enhancing your professional practice. *Knowledge Quest*, 38(3), 76-77. Retrieved from EBSCO*host*.

Ballard, S. D. (2009). Directing the dispositions. Library Media Connection, 27(6), 14. Retrieved from EBSCOhost

Ballard, S. (2010). Opportunity knocks or the wolf is at the door: ICT standards and the Common Core. *Teacher Librarian*, 38(2), 69-71. Retrieved from EBSCO*host*.

Ballard, S. (2008). What can teacher-librarians do to promote their work and the school library media program? be visible, assess, and provide evidence. Teacher Librarian, 36(2), 22-23. Retrieved from EBSCOhost.

Ballard, S. and Fontichiaro, K. (2010). More than shushing and shelving. *Principal Leadership.* Vol. 11, Issue 4.

Bernier, A. (2003). The case against libraries as 'safe places'. *Voya*. 198-199.

Bertland, Linda.  Resources for School Librarians.  Accessed online 03/17/11

Block, M. *Librarians: the party people.* Accessed 03/22/11 at <http://marylaine.com/party.html>

Blog Evaluation Assessment. *21st Century Information Fluency.* Accessed online 03/22/11 at <http://21cif.com/rkitp/assessment/v1n5/blog_evaluation_assessment_v1n5.html>

Blume, J. (1999) Places I never meant to be: a personal view. *American Libraries.* 52-66. Retrieved from Education Research Complete database.

Bolton-Fasman, J. (2010). In the digital age, librarians are pioneers*. Boston Globe*. Accessed 03/22/11 at

http://www.boston.com/ae/books/articles/2010/02/10/in\_the\_digital\_age\_librarians\_are\_pioneers/

Broadway, M. D. *ABCs of booktalking.* Accessed online 03/22/11 at http://www.oism.cps.k12.il.us/pdf/inservice/The%20ABCs%20of%20Booktalking.pdf

Bush, G. (2006). Differentiated instruction. *School Library Media Activities Monthly. 23(3),* 43-45.

Bush, G. (2005). *Every student reads: collaboration and reading to learn.* Chicago: American Association of School Librarians, American Library Association.  
  
Bush, G. (2005). Library Q&A. *American School Board Journal*, *192*(6), 24-26. Retrieved from Education Research Complete database.

Bush, Gail. *Some assembly required.* Accessed 03/22/11 at http://www.ala.org/ala/aasl/aaslpubsandjournals/aaslbooksandprod/principalsmanual.pdf

Center for Digital Literacy at Syracuse University. *S.O.S. for information literacy*. Accessed 03/22/11 at http://www.informationliteracy.org/

Chicago Public Schools. (2006). *New collection development policy for school libraries.* Accessed 03/22/11 at http://policy.cps.k12.il.us/documents/604.7.pdf  
  
Chicago Public Schools Libraries.  Lessons and Standards.  Accessed online 03/17/11 at http://cpslibraries.wikispaces.com/Lessons+and+Standards

Cohen, L. (2006). A librarian's manifesto*. YouTube*. Accessed 3/22/11 at http://www.youtube.com/watch?v=ZblrRs3fkSU

Creighton, P. (2008). Impact as a 21st-century library media specialist. *School Library Media Activities Monthly*, *24*(7), 40-43. Retrieved from Education Research Complete database.

Dickinson, G. (2004). BUDGETING as easy as 1-2-3. *Library Media Connection*, *22*(6), 14-17. Retrieved from Professional Development Collection database.

Duke University Center for the Study of the Public Domain. Bound by law? Accessed online 03/22/11 at http://www.law.duke.edu/cspd/comics/zoomcomic.html

Eisenberg, Michael. (9/01/02). This man wants to change your job*. School Library Journal.* Accessed 03/22/11 at http://www.schoollibraryjournal.com/article/CA240047.html

Elementary Library Routines. Accessed online 03/17/11 at http://elementarylibraryroutines.wikispaces.com/

Ewbank, A., & Moreillon, J. (2007). Is there a teacher-librarian worldview? this we believe.. Knowledge Quest, 36(1), 12-15. Retrieved from EBSCOhost.

Follett Library Services. *Titlewave*. Accessed 03/22/11 at [www.titlewave.com](http://www.titlewave.com)  
  
Fontichiaro, K., & Ballard, S. (2009). A letter to our classroom colleagues. *Knowledge Quest*, 37(3), 80-82. Retrieved from EBSCO*host*.

Hardy, L. (2010). Future of libraries. *American School Board Journal*, *197*(1), 22-26. Retrieved from Education Research Complete database.

Hartzell, G. (2003). *Building Influence for the school librarian: Tenets, Targets and Tactics.* 2nd. Edition. Worthington, OH: Linworth Publishing.  
  
Hartzell, G. (1997). The Invisible school librarian: why other educators are blind to your value. *School Library Journal*, *43*(11), 24-29. Retrieved from ERIC database.  
  
Hartzell, G. (2003). The power of audience: effective communication with your principal. *Library Media Connection*, *22*(2), 20. Retrieved from Education Research Complete database.  
  
Hartzell, G. (2008). Tactics for building influence with teachers. *Library Media Connection*, *27*(1), 44. Retrieved from Education Research Complete database.

Illinois School Library Media Association. Accessed 03/22/11 at [www.islma.org](http://www.islma.org).

*Image of Libraries in Popular Culture.* Accessed 03/22/11 at http://besser.tsoa.nyu.edu/impact/f01/Focus/Image/index.htm  
  
Johnson, D. (2002). *Every day problem-solving.* Accessed 03/22/11 at http://www.doug-johnson.com/dougwri/every-day-problem-solving.html

Johnson, Doug. (2008). *Machines are the easy part, people are the hard part: Observations about*

*making technology work in schools: Second Edition*. Free download available at <http://www.lulu.com/product/paperback/machines-are-the-easy-part-people-are-the-hard-part/2853156>.

Accessed online 03/22/11.

Kaplan, A. (2007). Is your school librarian 'highly qualified'?. *Phi Delta Kappan*, *89*(4), 300-303. Retrieved from Education Research Complete database.

Landau, Herbert.  (2010).  Winning grants: a game plan.  American Libraries.  Accessed online 03/17/11 at http://americanlibrariesmagazine.org/features/08242010/winning-grants-game-plan

Lankford, M.  (2006).  *Leadership and the school librarian: essays from leaders in the field.* Worthington, OH: Linworth Books.

Librarian Dress Up. Accessed 03/22/11 at http://librariandressup.com/dressup/index.html

The Librarian Rap. Accessed 03/22/11 at [http://www.youtube.com/watch?v=o6XvbP1Y6zU&NR=1\](http://www.youtube.com/watch?v=o6XvbP1Y6zU&NR=1\\)

Librarians Do Gaga. Accessed 03/22/11 at <http://www.youtube.com/watch?v=a_uzUh1VT98&feature=related>

Loertscher, D. (2006). What flavor is your school library? The teacher-librarian as learning leader. *Teacher Librarian*, *34*(2), 8-12. Retrieved from Education Research Complete database.

Manzo, Kathleen Kennedy. (4/23/97). Libraries Seeking Updated Role as Learning Center. *Education Week*. Accessed 03/22/11 at http://www.edweek.org/ew/articles/1997/04/23/30libe.h16.html?tkn=PNWFvXxm7NnLEisbedB5vAmADVtwIXFSQq7m&print=1

McKenzie, Jamie.  (Mar 2010).  Why we still need libraries and librarians.  From Now On. Accessed online 03/17/11 at http://fno.org/mar2010/still.html

Moreillon, J., & Fontichiaro, K. (2009). Getting off the ground floor: back-to-school elevator speeches. Knowledge Quest, 38(1), 74-76. Retrieved from EBSCOhost.

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Changes:

p.1. – took Information Power out of required texts & moved it to additional resources. Replaced it with AASL Standards for 21st century learners.

p. 2. – Changed Linking for Learning from 2nd ed to 3rd ed.

p. 3. – Book Talk changed to Blog Talk – 10 pts instead of 5 pts

p. 3. – Censorship Letter assignment changed to Legislative Advocacy Letter – 10 pts instead of 15 pts

p. 4. – Resource sharing assignment – we found last year that many of the references in ETL were too old to be useful, believe it or not. I therefore changed the assignment to find a recent peer-reviewed article through one of the databases.